



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Celtic Springs Day Nursery  
At St Johns on the Hill  
1 Spooner Close  
Celtic Springs Business Park  
Newport  
NP10 8FZ**

**Date of inspection: November 2014**

**by**

**Mary Dyas  
Reporting Inspector**

**for**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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**Publication date: 10/12/2014**

## About the setting

Celtic Springs is one of three day nurseries attached to St John's on the Hill School in Chepstow. It is an English-medium setting based on a business park to the east of the City of Newport in Gwent. The present manager has been in post since January 2014.

The nursery is registered for up to ninety-five children from three months to five years. The pre-school group is registered for up to thirty-two children aged from three years to statutory school age. There are currently thirty-five children on roll in the pre-school group, fifteen of whom are in receipt of funded educational provision.

Children come to the nursery from a wide area and eventually feed into up to six different primary schools. The nursery welcomes all children and nearly all speak English as their first language.

The Care and Social Services Inspectorate Wales last inspected the setting in October 2013. This is the first time that Estyn has inspected the setting.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the setting is good because:

- nearly all children make good progress during their time in the setting;
- practitioners provide good support to enable children to develop their independence as learners;
- practitioners treat children with respect
- relationships within the setting are good;
- teaching is good;
- practitioners provide a good range of interesting and stimulating experiences that interest and motivate the children; and
- leadership is good

### Prospects for improvement

The setting's prospects for improvement are good because:

- strong leadership from the manager provides a clear sense of purpose and direction;
- practitioners work well together as a strong team;
- self-evaluation successfully identifies appropriate areas for development; and
- as a result of the current self-evaluation the setting has already implemented improvements in provision.

## **Recommendations**

R1. Provide parents with information about their children's next steps in learning.

R2. Provide more opportunities for children to interact with the community through visits and visitors.

R3. Further develop the outdoor area to ensure provision of all areas of learning to reflect and extend the indoor activities.

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### **Standards: Good**

Nearly all children achieve good standards and make good progress across all areas of learning in line with their age and stage of development. Through the interesting and stimulating activities that are provided for them they develop good thinking and problem-solving skills and concentrate and persevere with tasks for lengthening periods.

Most children are articulate and communicate their feelings and intentions clearly. They develop good literacy skills and nearly all enjoy looking at books and listen attentively to stories. They show their understanding through relevant comments and questions. Many are enthusiastic mark makers and are beginning to write their own name.

Children's numeracy skills are developing well. Younger three year olds count to at least ten by rote and objects accurately to three. Older children recognise numbers to ten correctly. Nearly all children use information and communication technology (ICT) with confidence, for example to access age appropriate learning programmes on the tablet computer or to operate electronic toys.

All children understand the Welsh words they have been introduced to and respond appropriately to requests to count or name colours in Welsh. Older children use simple sentences to request and say thank you for their snacks and drinks. A few children are beginning to use the Welsh they have learned spontaneously in their play and when speaking to adults.

### **Wellbeing: Good**

All children are happy and feel safe in the setting. They come in happily and settle quickly to the morning routine. They are confident and make independent choices about the activities in which they would like to be involved. All children are developing good perseverance at their chosen activity, for example when playing with differently sized and coloured bears. They enjoy their time in the setting and relate well to one another and to the adults who work with them.

Behaviour in the setting is good. Children know the rules and are polite and considerate to both adults and other children. They share equipment with one another and are especially good at taking turns when playing together. Nearly all concentrate well on their chosen tasks and sustain their interest and involvement for appropriate lengths of time.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

Practitioners plan together a range of stimulating learning experiences which stimulate children's interest well. Long term planning is based on broadly based themes that are suitable for the children's age range. Children's interests are taken into consideration by the practitioners when discussing ideas for planning.

Planning is firmly based on the requirements of the Foundation Phase and places a strong emphasis on promoting children's skills particularly literacy and numeracy skills. Practitioners plan carefully to provide for the needs of children with different abilities and develop these through small group teaching. There is good all-round provision indoors for all areas of learning. However, this is not yet completely reflected in the outdoor learning area.

There is effective provision to develop children's Welsh language skills. Activities such as listening to stories, singing songs and rhymes, counting and discussing the weather develop children's vocabulary effectively. Celebration of St David's Day and St Dwynwen's Day provides good opportunities for children to learn about the traditions and celebrations of Wales.

**Teaching: Good**

Practitioners are experienced and have a secure knowledge of child development and the Foundation Phase. They use a range of resources well to promote children's learning. Practitioners interact effectively with children and respond well to their individual needs. They know the children well and have a good understanding of their progress and levels of development. Good use is made of open ended questioning to develop children's understanding and their thinking and problem solving skills. Teaching sessions have good pace. Practitioners intervene appropriately and are sensitive to when they should stand back and allow the children to explore and discover for themselves.

Useful observations of children's learning are made during activities and these effectively inform the next steps in planning. All staff are involved in the observation process and the recorded evidence contributes to the local authority's assessment document which builds on an entry assessment. Parents and carers are kept suitably informed of their children's development through daily discussions and a detailed report when their child moves on to mainstream education. There are currently no arrangements for sharing with parents their child's next stage in learning and how they can help them to improve.

**Care, support and guidance: Good**

The nursery is a caring community with a warm and caring ethos which contributes significantly to children's personal and social development. There are appropriate arrangements to develop children's awareness of healthy eating and exercise through daily activities and the snacks provided, which include fruit, water and milk. There are suitable induction arrangements to ensure that children settle quickly into the setting.

Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development. Values, such as fairness and kindness, are promoted effectively through daily activities. The children's ability to share and to take turns is a real feature of this setting. .

The setting has developed a good range of procedures to promote children's awareness of the importance of caring for the environment and all living things including recycling paper collecting rain water and growing and caring for plants.

There are good procedures in place to support children with additional learning needs when required. Practitioners understand the importance of early identification and work closely with specialist services including health visitors and speech and language therapists. There is a suitable range of policies to promote children's wellbeing. The setting's arrangements for safeguarding children meet requirements and give no reason for concern.

### **Learning environment: Good**

Practitioners create a caring and positive ethos in the setting and children are encouraged to be kind to one another. They respond sensitively to all the children demonstrating a thorough knowledge of their needs, interests and backgrounds. All children have equal access to the curriculum and to the full range of activities provided.

The setting has enough experienced practitioners to meet the needs of the Foundation Phase. There are sufficient resources which are used fully to support the learning and teaching.

The accommodation is secure and appropriately maintained. Displays of children's work create an attractive environment. The outdoor learning area, which includes grassed and hard play areas, provides children with suitable opportunities to investigate and play. However, it does not yet fully support all areas of learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The recently appointed nursery manager has a strong and clear vision for the development of children's learning and this is shared well with all practitioners. She has high expectations and leads by example. All practitioners in the pre-school setting have a good understanding of their roles and responsibilities and work together well as a team. They share a strong commitment to ensuring that the children in their care receive the best possible provision. Regular staff meetings provide good opportunities to discuss and plan provision collaboratively and minutes are taken.

There is an appropriate system of annual appraisals in place to manage the performance of staff and to identify any professional development needs. These are carried out by the nursery manager following the principles set out by the school's

human resources department. The manager has now put further one to one meetings in place for the room leader to meet with her staff individually every term to ensure that any issues are dealt with quickly and effectively.

The setting gives good attention to national and local priorities, including implementing the Foundation Phase, developing children's early literacy and numeracy skills, and developing the outdoor area. The setting has been selected by the local authority to pilot a system of all age individual personal plans (IPPs).

### **Improving quality: Good**

The nursery manager and the staff in the pre-school setting are relatively new to involvement in the self-evaluation process as this was previously the sole responsibility of the director responsible for all three nurseries belonging to the school. The current self-evaluation report gives a sound overall understanding of the quality of provision. The improvement plan identifies relevant areas for attention and the setting has already made good progress towards addressing these targets and to meeting timescales. Self-evaluation is an on-going process and all staff contribute towards adding comments and suggestions to the copy in the setting. Suitable account is taken of the views of staff, parents, carers and children; for example practitioners have set up a mud kitchen in the outdoor area following comments from the children about how much they enjoyed digging in mud.

### **Partnership working: Good**

The setting has a number of strategic partnerships that make an effective contribution to the quality of provision and to children's wellbeing. Practitioners have positive relationships with parents and carers and ensure that they speak to them daily about their child's time in the setting. Nearly all parents speak highly about the work of the setting and how much their child enjoys attending. They appreciate the ease with which they can approach the staff.

The setting has identified in its improvement plan the need to enhance further the children's experiences by taking the children out into the community and by inviting visitors to come to share their knowledge and skills.

Children move on to a number of schools around the area and the setting endeavours to develop appropriate links with these in order to ensure a smooth transition for the children to the next stage in their education.

The local authority support teacher works effectively with the setting and practitioners value the support they receive. There is good evidence that the advice she has given them has improved their practice, particularly in relation to managing systems within the setting and in developing the self-evaluation and improvement planning.

### **Resource management: Good**

There is an appropriate level of staffing. The manager deploys staff well to ensure the effective delivery of the curriculum and the best use of their expertise and experience.

There is a suitable range of good quality resources which are well used to support planned activities. Children are able to access appropriate resources that are set out within the full range of areas of learning of the Foundation Phase. The outdoors is well used and practitioners are still developing the area in order to support and enhance the children's learning more effectively.

Practitioners deploy themselves appropriately during sessions to support the children in their choice of activity. They attend relevant training opportunities that are developing their knowledge and skills effectively. A good feature of the setting is the recent development of a system for evaluating the effectiveness of training after six months.

The nursery benefits from the support of the school's financial director who oversees the budget. The nursery manager has a thorough understanding of the allocated budget and prioritises spending according to need. Expenditure is monitored and evaluated appropriately. In view of the effective provision and strong leadership provided, the setting offers good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

*denotes the benchmark - this is a total of all responses since September 2010.*

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	11	7 64%	4 36%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	19%	0%	0%		
My child likes this setting.	11	7 64%	4 36%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	11	6 55%	4 36%	0 0%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	11	6 55%	5 45%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	10	4 40%	6 60%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	1%	0%		
Teaching is good.	11	4 36%	5 45%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	11	6 55%	4 36%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	11	6 55%	3 27%	0 0%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	11	6 55%	5 45%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	14%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	11	5 45%	4 36%	1 9%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		
I am kept well informed	11	4	7	0	0	0	Rwy'n cael gwybodaeth

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
about my child's progress.		36%	64%	0%	0%		gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	11	7 64%	3 27%	1 9%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	11	2 18%	7 64%	0 0%	0 0%	2	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	30%	3%	1%		
My child is well prepared for moving on to school.	11	4 36%	5 45%	1 9%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	23%	1%	0%		
There is a good range of activities including trips or visits.	11	2 18%	7 64%	0 0%	1 9%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	1%		
The setting is well run.	11	6 55%	5 45%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Mrs Mary Elspeth Dyas	Reporting Inspector
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### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

## Glossary of terms

<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.</p>
<b>Foundation Phase</b>	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.